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ABSTRACT

A 3-year demonstration grant administered by the Heart of the Earth Survival School, Project SEARCH assists American Indian adults to explore careers and to become successfully employed according to their individual criteria for success. Project SEARCH uses the manual to explain the reasoning behind adult career exploration and outlines eight steps to assist participants in meeting their career goals by identifying the method and describing the materials used for the program. The steps include application, self-assessment, career goal formulation, specific skills practice, job clusters exploration, preparation for interview, training and referral, placement, and post-placement follow up. Assessment instruments, such as Singer Vocational Choice Index, Career Ability Placement Survey, and Tests of Adult Basic Education, are made available for clients to cover potential career interests, work values and expectations, aptitudes, and achievements. The counseling strategy used for the program emphasizes individuality, commitment, and cultural relevance. The main components of the curriculum model presented consist of skills inventory, exploration, data base, preparation, overview of job market, and practicing interviewing. An overview of the program provides demograpic information for the 180 clients served. Appendices include practice sessions with homework assignments, questionnaires, resume models, job title data base displays, forms, and a research/reference bibliography. (ERB)

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PROJECT SEARCH MANUAL

American Indian Adult Career Exploration

In the Twin Cities

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January 1985

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1) Project SEARCH Objectives

Project SEARCH is a three-year demonstration grant administered by the Heart of the Earth Survival School, Minneapolis, funded by Title IV, the Indian Education Program of the U.S. Department of Education.

The project assists American Indian adults to explore careers, to make decisions about careers based on information and/or the practice of job seeking and keeping skills, and to become successfully employed according to their individual criteria for success. As a demonstration project, SEARCH is constructing a model of adult career and prevocational development, including a suggested method and curriculum for realistic, culturally relevant services.

This model is being examined for effectiveness and is intended to be made available to help increase the effectiveness of existing job development, training and placement services which affect American Indians in the Twin Cities and elsewhere as it is relevant.

The project builds on the common aspects of all persons: "Work emphasizes the human need of all people, to do — to accomplish — to achieve",[1] while recognizing the effects of the changing job market and of negative discrimination. The project uses current entry requirements, contact with interviewers and workers, and job market information to assist the participants in viewing the job market for entry level and career shifting. Staff recognize a middle ground combining both the individual's need to develop a personal work commitment, and the value of networking and other external assistance in the process of preparing for and advancing in a career.

One state study has noted that "Indians are less likely to use State and Federal human rights programs than other groups."[2]. This often applies to educational agencies, and social services involved in employment assistance. One assumption of the project is that personalized services, delivered by an agency accessable to Indian community members, will be readily accepted and effective.

The project is also based on these assumptions:

That American Indian community values and perceptions strongly affect employment choices,

That successfully employed Indians can provide role models and helpful insights and advice to other Indian adults, and

That common characteristics of groups and effectiveness of programs can be found through follow up of the participants' progress.

This **Manual** serves to identify the method and describe the materials of the program. For more information on the project including additional materials call or write Heart of the Earth Survival School.

2) Adult Career Exploration

Career Exploration is a process in which individuals are assisted in considering occupational choices on the basis of their interests, aptitudes, and other knowledge of self, compared with characteristics of occupations. This exploration was developed as an aid to youth in arriving at an understanding of the basic nature of various occupations and the kinds of preparation necessary to enter those occupations, and to involve them in decision-making.

Career Exploration is part of the larger concept of Career Education, "the totality of experience through which one learns about and prepares to engage in work as a part of his or her way of living".[3] Career planning has played a minor part in vocational education since the early 1900s, but experienced a renewed interest and a broadened scope in the 1970s with the efforts of U. S. Commissioner of Education Sidney Marland and others. The renewed interest was spurred on by sweeping changes in the means of production, which produced rapid and accelerated changes in the skills needed by the workforce and which make the effects of periodic recessions even more drastic.

In vocational education as it developed in the early 1900s, individuals were assumed to possess a static set of interests, aptitudes, and abilities. The task of the vocational counselor was to match these static characterists with the (also) static characteristics of occupations. Career Education, on the other hand, encompasses a broader set of factors such as the personal values, development of self-concept, and the level of knowledge and involvement of the individual. In other words, we would now say it considers the entire lifestyle of the person, or the whole person. It emphasizes a process of preparation and change, which is a continuous life process. The development of Career Education as a concept and practice is parallel to the growth of interest in lifelong learning, which reflects the growing knowledge that adults often are uncertain in their preferences and are capable of change. And, modern career education differs in two other ways: careers are carefully differentiated from jobs, with the emphasis on a planned career path; and employment is also seen as undergoing rapid changes in what is needed and expected.

While programs of career education, and the exploration phase of it, are still being developed and refined, there is less emphasis in the 1980s on concepts of the whole person. In the short time since the recession of 1982-83, the general population, and along with them the schools, have focused on the role of education in finding and keeping employment. Where once career education had impact on the entire curriculum, it is now relegated to the status of a subject matter dedicated to making certain each student has an income-producing specialty or can at least be said to have been instructed in the area of preparing for employment. Some specific changes which can be looked for are the shortening of programs, focusing on high school students, and assignment of the activity to one classroom or a counselor.

The issues confronting Career Educators are similar to these posed by a state vocational education advisory council:

> How are programs meeting the needs for workers who can think "analytically, critically, and creatively" and be able to "communicate, compute and work well with others?" What steps are being taken to meet these needs as job demands change?
>
> Should public funds be spent to prepare people for minimum wage jobs?
>
> How should programs be structured so that completers and graduates can more readily continue their formal education?[4]

Of relevance to the participants in Project SEARCH, and possibly to other American Indian youth and adults, are the models and materials which are available. In general, career exploration materials are not available or exportable for special populations such as minorities who were not considered during the height of career education activity. Programs and materials usually concern the college-bound middle-class male, often with adjustments for similar females. Materials also generally focus on elementary or secondary educational settings, and questions on assessments, for example, often relate directly to school likes and dislikes. (However, the recent entry of computer software into this area has somewhat altered this emphasis.) Most of the materials relate to people entering the job market for the first time, and presuppose an ability to enter school without undue concern for financial or social barriers. For example, the schooling recommended focuses on full-time programs which are more accessable to young, single, childless students.

The problem of linking career exploration only to youth is that the approach thus developed fails to meet the needs of an adult population in an age when career and skills changes affect almost every worker. Add to this the difficulties inherent in the job market for those adults whose previous experience has been in the secondary job market (low pay, no security jobs) or who have had little or no previous work, and the limitations of the standard approaches become apparent. A number of studies beginning in the 1960s document the need for career exploration programs for adults. One finding of these studies was that a great many adults were having difficulty finding and obtaining jobs, partly as a result of lack of both job seeking and job keeping skills. Since then, particularly in the recession of the early 1980s, additional attention has been paid to the structural changes of the means of production which are having significant effect on required job skills and the types of work available. It may well be for many people, as critics of career education have written, "the ills career education proposes to solve -- unemployment, underemployment, and worker dissatisfaction -- are intrinsic to our economic system."[5]

In spite of such doubts and inherent limitations, career exploration was adapted for adults from youth materials and approaches. In addition to curriculum, adult programs developed support services and referral systems for educational, social, financial, and job placement purposes. More emphasis is based in adult programs on the provision of both short and long range services. Short range services, such as survival assistance to the adult participant, were not part of the youth programs. Classes, workshops, and small group sessions often were developed for short range adult involvement. Long range involvement affects mainly those adults who need adult basic education or postsecondary vocational training.

In applying career exploration to adults, programs have borrowed from the remaining aspects of career education. That is, activities and concepts from career awareness (such as orientation to the world of work), and from career development (such as meeting entry requirements) have been brought into the programs. Just about any activity which seeks to enhance awareness, knowledge or mastery of the self, of the self in relation to others or to the world of work, has been tried. Generally, the programs seek to help individuals through transferring knowledge of the job market, and to assist them in preparing to meet employment requirements and in making decisions in career and other life situations.

Project SEARCH is within this recent tradition of constructing a career education setting and method for adults. Although the staff has borrowed concepts and methods from career exploration, they have also worked within the framework of referral agencies, job placement services, and social services which exist in the Twin Cities and with which many of the participants have significant contacts. The program prepared activities and materials which at the least would not conflict with the time and other constraints found in working with adults, and Indian adults in particular. In terms of the concerns and immediate survival needs of clients, the project staff made one aspect clear to potential participants: that the staff would not be doing direct job placement with them. Other than that, the interests and priorities of the participants and their level of commitment were the determining factors in their involvement as they developed skills and acted on their personal strategies toward success.

3) Flow Chart and Description of Steps

These eight exploration steps were developed by Project SEARCH to provide a system of assisting participants to meet their career goals:

A) **Apply:** The application process consists of clients filling out a personal data sheet and providing information to a counselor in response to the questions on an interview guide, as well as in an open format conversation. The program criteria are applied to determine if the applicant is eligible (American Indian adult underemployed or unemployed, or interested in changing careers). Those who are not are referred to other programs.

During this step, the needs and goals as initially conceived by the client are considered. Is this the program which can be of assistance? How defined are the goals, the strategies? Some of the later steps may be bypassed if the client is certain of goals, has already begun preparation, or meets similar conditions. If the client is uncertain or fluctuating in direction, then step B is entered.

B) **Assess:** Participants assess their interests, aptitudes, work values and expectations, and basic skills. The basic skills assessment includes math, English language, and reading. Print and software exercises are taken and discussed.

C) **Agree:** The client formulates a career goal and long and short range objectives; the program agrees to assist the client in meeting the goal according to a specific agreement signed by both parties.

D) **Practice:** Clients may practice specific skills such as keyboarding and listening skills as needed. Those needing GED or ABE are referred to other agencies as well, although they maintain continued progress in the steps. Inclusion in this step depends on the initial goals and the results of assessments.

E) **Search:** Participants explore job clusters and titles, using computer software and a variety of print and contact sources. Persons completing this step may be referred to postsecondary education or to placement agencies.

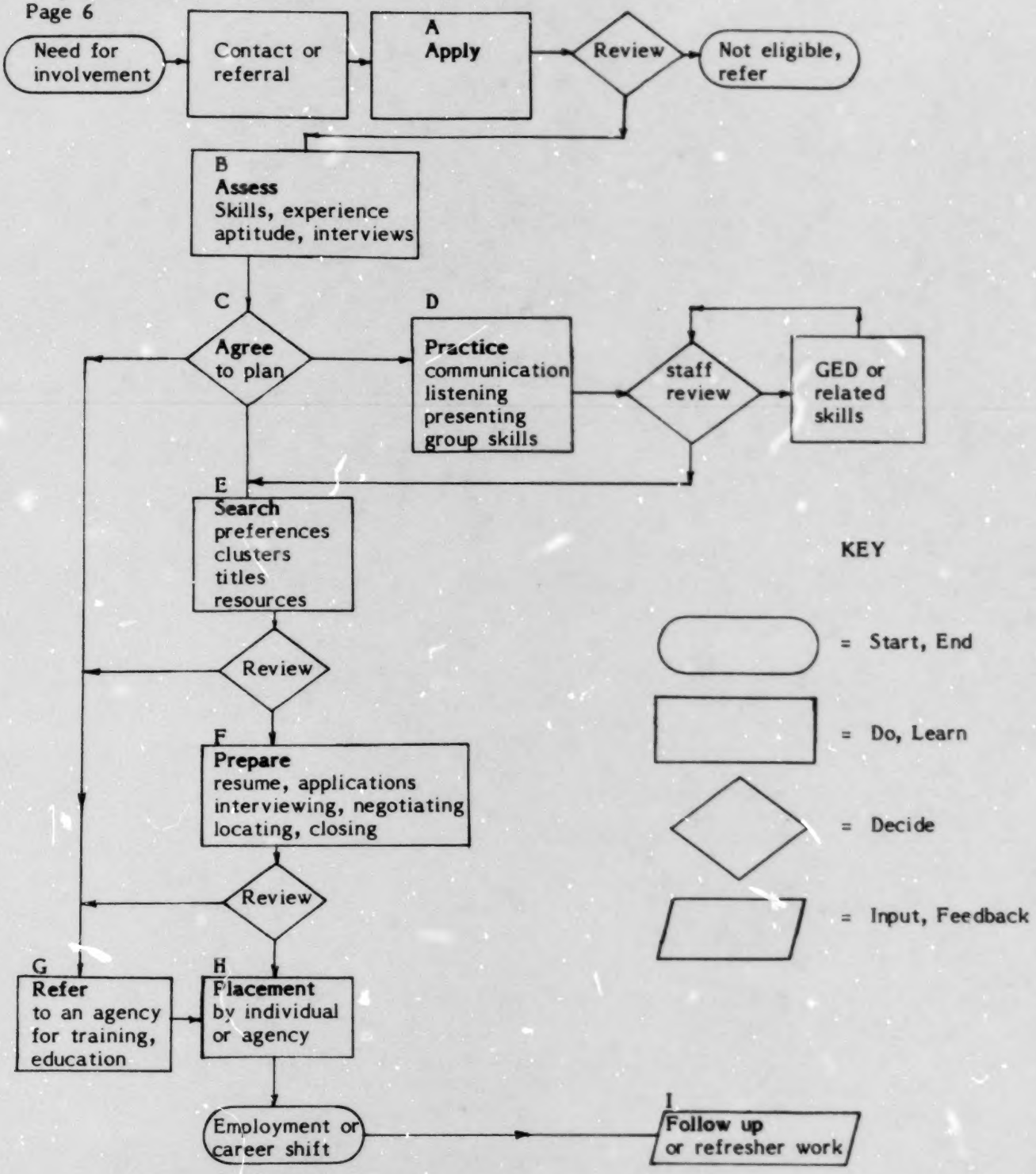
F) **Prepare:** This is the practice of interviewing and negotiating skills, understanding of how to locate and evaluate job offers, and related practice such as constructing an effective resume, and filling in and verbally elaborating on a job application.

G) **Refer:** A review establishes the person's progress, which may lead to a referral ot other agencies for education or placement.

H) **Placement:** The review may lead to referral to an agency for job placement. This may be after training or in its absence, depending on the career choice, previous education or experience, and the entry path and strategy developed.

H) **Follow up:** Periodic interviews with the participants and/or their employers to determine the degree of progress, the perception of goal attainment, and the kinds of services which proved most helpful to participants.

SEARCH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listening
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Refer
to an agency
for training,
education
H
Placement
by individual
or agency
Employment or career shift
I
Follow up
or refresher work
KEY
= Start, End
= Do, Learn
= Decide
= Input, Feedback

4) Assessment Viewpoint and Instruments

Project SEARCH has made a variety of assessment instruments available to clients to assist them in arriving at a better understanding of themselves in relation to the world of work. These instruments cover the areas of potential career interests, work values and expectations, aptitudes and achievements.

These instruments are all available to participants, but most often they are selected on the basis of interest and appropriateness for that person. For example, all clients seeking to enter postsecondary education are encouraged to take the Tests of Adult Basic Education, but only a selected few take the Clerical Test based on choosing that field.

These are of use in arriving at a realistic set of career choices by 1) assessing the present level of interest or achievement in skills related to a field, but more often by 2) providing the participant with an idea of the kinds of skills that will be needed. Also, the taking of the achievement tests provides practice in test-taking skills which relate to entry and potentially to success in many fields.

The instruments are:

1) The Harrington-O'Shea **Career Decision Making System.** American Guidance Service. Circle Pines, MN 1982.

This is used with most clients after intake. The stated purpose of the CDMS is to assist people in discovering the kinds of jobs they might like, to help them obtain information about these jobs, and to make them more aware of the careers available to them. This self-administered and self-interpreted inventory consists of a Survey Booklet and Interpretive Folder. The Survey booklet, which takes about 25 to 50 minutes to complete, is comprised mostly of an interest inventory, with some questions relating to work values, training plans and abilities. Questions for the most part do not directly reflect school subjects: for example, questions as if you like activities such as raising funds for charity or fixing appliances. Similarly, they relate to a broad range of interests requiring from no to advanced postsecondary education. The Interpretive Folder provides information about 18 job cluster, including skills crafts and medical-dental, for example. These can be used by itself by the participant or applied to the federal government publication **Guide for Occupational Exploration** and from there the **Dictionary of Occupational Titles**

2) **Singer Vocational Choice Index.** Singer Educational Division. 1982.

This is given with some groups as a shorter interest inventory. The Vocational Choice Index is designed to identify significant occupational interests. These interests are compared with the 12 major career interest areas in the **Guide for Occupational Exploration.** The Singer Index can also be used with those having limited occupational experiences. In each interest area, clients can indicate

both a "like" response and a "have done" response. In the cases where there is little match between liking and experiencing an activity, a work sample or job-related experience can be set up.

3) **Career Ability Placement Survey.** Lila Knapp and Robert R. Knapp. Edits. San Diego, CA. 1980.

The CAPS is a battery of eight five-minute ability tests. The eight areas covered include: Mechanical Reasoning; Spatial Relations; Verbal Reasoning; Numerical Ability; Language Usage; Word Knowledge; Perceptual Speed and Accuracy; and Manual Speed and Dexterity. It also can be self scored and interpreted on a profile sheet. This set of tests is designed to be used in conjunction with other career exploration instruments to provide users with a picture of their abilities in relation to skills used in job clusters. The self-scoring form of CAPS can be administerd and scored by the user or counselor in about an hour, and it also provides a high-interest group activity.

4) **Tests of Adult Basic Education.** McGraw-Hill, 1970.

This is given to those interested in further education. The TABE test series measures proficiency in the basic skills areas of reading, mathematics and language, at three levels of difficulty and with relatively low reading levels needed in order to show grade levels. The test results are diagnostic according to sub-groups of skills and can be interpreted by the tester in a short time. The total test takes about 2 - 1/2 hours. There is also a practice test to reduce client anxiety and provide practice. A locator test shows which of the three levels -- E, M, and D -- to take, although most SEARCH clients take the Difficult level. A technical report relates the scores to those of other standardized tests, and a set of individual learning books is also available for instruction.

5) **Wide Range Achievement Test** Joseph R. Jastak and Sarah Jastak. Jastak Assessment System. 1978.

The WRAT is used as another achievement test which provides a quick assessment of skills proficiency in reading, spelling and arithmetic. Like the TABE, this test can pinpoint instructional directions to follow.

6; **Oral Directions Test** Charles R. Langmuir. The Psychological Corporation. New York. 1974.

This is used for group sessions of clients investigating job skills and entrance requirements, and for these individual clients interested in service, clerical or manufacturing sector employment. The test uses a tape recording and an answer sheet to test the ability of the taker to hear, remember, and follow oral instructions. The test takes 15 minutes and requires little reading. It has been used by employers in identifying persons with high potentials and little formal education, and to screen out persons who for one reason or another can not follow these kinds of instructions.

7) **CHOICE Occupational Interest Matching** aka **BOSS.** Available through Career Aids, Inc., Chatsworth, CA.

This is used as an assessment in the EXPLORE step of SEARCH. It is based on information contained in the U.S. Department of Labor Publication, **Exploring Careers** and provides a quick means of comparing interests such as working outdoors or working less than 40 hours a week with the types of requirements in over 500 careers. The form is simple to use software that requires no technical explanation. It is based on national information, and in many cases oversimplified. It is helpful in this program to help identify titles which can be futher explored in the Twin Cities data bases, TITLES and CLUSTERS.

8) **Clerical Aptitude Assessment** Project SEARCH

Measures and allows practice in several keyboarding skills areas and in responses to same-different questions concerning sets of words and numbers. A memory test of a sequence of letters is included. This is used by individuals in assessing readiness and with groups to make concrete reference to the basic skills required in clerical, service, and other sectors.

5) Counseling Strategy and the Career Circle

The Counseling Strategy for the program is as follows:

1) **Individuality:** The interests and the present knowledge of the participant are the focus of the counseling and classroom time. Consequently, information on careers of interest is explored with a client, not to discourage in the case of a declining or balanced outlook, but to find education or other entry paths and to provide a realistic picture of salaries, duties, and so on. One computer program, What If?, focuses on prioritizing choices according to factors of the client's choosing. Unlike the other programs and assessments, it draws its data solely from the present knowledge and preferences of the user -- thus it reveals to the user his or her present depth of certainty and areas of uncertainty to fill in through reading, reviewing the data base, or talking to employees and school personnel.

2) **Commitment:** As a decision is being made, or as employment is being sought, the participant is encouraged and instructed in making the most of contacts. This includes making a personal commitment to follow through and expecting others (the program staff, school staff, and interviewers) to do so as well. The client only will make use of information or experiences which are planned, experienced, evaluated, and applied by him or her.

3) **Cultural Relevance:** Participants are encouraged by role models and counselors who are American Indian and can present a picture of employment in non-traditional career areas such as sales, management and technology. Personal contact with these people in workshops and at schools and worksites provide a range of reinforcement for interests which might not otherwise be followed. Cultural values such as desire to contribute to society and to be competent at a chosen task, are stressed. In addition, the program stresses commitment but not rigid pacing or impersonal approaches. For example, participants are asked to show printouts of their exploration in the data base, but they know that they can show these to the counselor when they decide to, or can redo the programs if they are not satisfied with the direction they took. Also, they are instructed that none of their work on the computer is being recorded other than in printout form.

The following page is the form for the career circle, which the participant fills in as each of the points on the circle are reached. Each client does a different portion of the activities until they and the counselors feel enough has been completed in order to procede with school or employment.

PROJECT SEARCH CAREER CIRCLE

BY:

DATE:

INITIAL GOALS

APTITUDE
(CAPS)

MATH AND READING
LEVELS

INTERESTS
(CDMS)

WORK VALUES
AND EXPECTATIONS
(MATCH, WHAT IF)

SKILLS
INVENTORY

EMPLOYMENT AND
SKILLS TESTS

DATA, PEOPLE
THINGS (CODES)

JOB HUNTING
SKILLS (PREPARE)

REQUIREMENTS OF
CHOSEN CAREER

6) Curriculum in Oral, Print and Computer Formats

The following are the main components in the curriculum model. They are arranged somewhat in the same order as most clients use them. The client may find more oral and print emphasis in a group setting, and more oral and computer software emphasis if planning is done through individual counseling.

1) **Skills Inventorys:** See section 5, Assessment. The curriculum is considered to include all phases of contact and experience between client and program staff, and with network contacts.

2) **EXPLORE:** This software includes WHAT IF?, which is a priortizing force-choice exercise; CODES, a program which applies the codes from the **Dictionary of Occupational Titles** to select job titles from the SEARCH Data Base (See 3 below); and FINDER, a program which converts common job titles into one of the 230 in the SEARCH data base.

3) **Data Base:** This is a set of data on Twin Cities most common job titles, selected according to 10 or more openings expected for each of the next few years and 100 or more persons known to be employed in that title. Data was collected from Minnesota Department of Economic Security surveys, from newspaper articles, want ads, and various reports. There are two components: CLUSTERS, which divides all work into eight CLUSTERS and provides information on each according to subjects such as PURPOSE, PAY, and FUTURE. TITLES provides information on 230 job titles in the Twin Cities, presented according to 12 subjects such as ENTRY, DUTIES, PAY, and FUTURE. Although general descriptions of these titles were reviewed in the DOT and similar publications, the descriptions go far beyond most publications in being up to date, specific, and oriented to the Twin Cities job market, which is heavily (2/3rds) white collar. Users of the programs can print out the information, and samples are provided in the appendix.

4) **PREPARE:** This is a group or individual curriculum which is delivered in group discussion, in print, and on software. It includes practice in the areas of interviewing, applying, resume preparing, finding and evaluating employment, and describing oneself. Versions are also tailored to the groups. For example, for those groups who are already in vocational training, specific resumes and employment searches are stressed, with little exploration of interests. For those who are undecided and are in orientation groups, the curriculum stresses evaluating experiences and applying those to selection of training or employment efforts. Sample outlines and materials of PREPARE are included in the appendix.

5) **Overview of Job Market:** This curriculum is built into PREPARE and is also presented to small groups which are meeting only once or twice. The purpose is to emphasize the rapid changes in the job skills needed and the need for a personal strategy. Participants are asked about their experiences in the primary or secondary job market and to apply their interests to developing a one-year plan. In some cases, day-long workshops are held which bring in four

representatives of employers to discuss their fields and/or their work as interviewers. A slide show presents the changes in the economy and job market.

6) **Practicing Interviewing:** This, along with understanding the changes in the job market, makes up a large portion of group curriculum. Workshop facilitators may conduct sample interviews or review job applications. Groups are instructed in the phases of an interview, and their applications reviewed for probable weaknesses or areas of questioning. Video taping is one form of review used, with small group interviewing being another.

7) Overview of Participants' Profiles

In the Spring of 1984, Project SEARCH had served 180 clients, 100 male and 80 female. Their tribes are Chippewa (128), Sioux (30), Winnebago (3), and others such as Navajo, Sac and Fox, Arikara-Mandan, Paiute, Seminole-Creek, and Kickapoo (19).

The youngest client was 18, the oldest 59. Average age is 29 years old. Of the 180, 132 describe themselves as being single, 21 married, and 24 separated, divorced or widowed. Clients have an average of one child in their household.

The amount of formal education completed in this client population ranges from 0 years of schooling to 18 years. The average is 11.5 years. A large number, 71, have earned GEDs. About 1/3 have attended, but not completed, either college or vocational education programs, or both.

The length of time the clients have lived in the Twin Cities area ranges from "just arrived" to 43 years. The average client has spent 12 years here.

Clients of the project have held an average of six jobs each. The time spent in each job ranges from two weeks to 15 years. Many clients appear to have have held steady jobs until the previous four or five years. An even larger number of clients have held jobs of 3 to 6 months. Reasons for leaving a job vary greatly, with the most common reasons given being the program ending, being laid off, and moving to a new location.

Footnotes

[1] Kenneth B. Hoyt, "Next Steps for Career Education", **Monographs in Career Education**, p. 41.

[2] Minnesota State Planning Agency, **Report on Indian Needs**, February, 1981.

[3] Edwin L. Herr and Stanley Cramer, **Career Guidance through the Life Span: Systematic Approaches.** 1979, p. 36.

[4] Minnesota State Advisory Council for Vocational Education, **Notice of Public Hearing.** June 28, 1984.

[5] Norton W. Grubb and Melvin Lazerson, "Rally 'Round the Workplace: Continuities and Fallacies in Career Education", **Havard Educational Review** 45 (November, 1975).

CAREER SEARCH STRATEGIES

A Minneapolis warehouse recently sought someone who could:

- -- lift 50 pounds
- -- drive a lift truck, and
- -- use a VDT (video display terminal -- a computer input device to keep track of orders and stocks.)

The handling of information is a major duty of most employment. To understand employment in the Twin Cities today, we must understand the skills that employees find valuable.

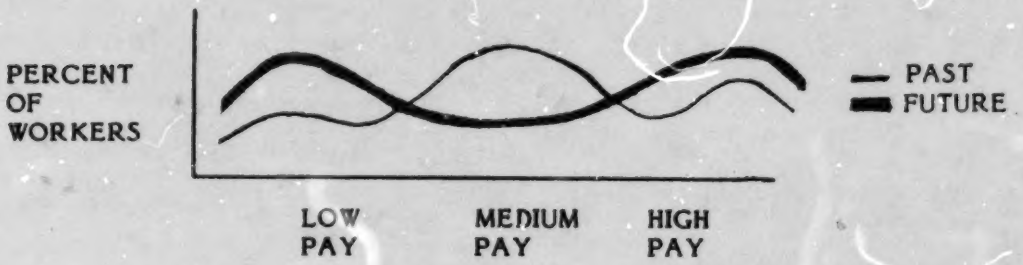
The four largest job titles in the Twin Cities today are Manager, Sales Worker, Secretary and Clerical Worker. Professionals and Technical workers are needed, and so are service workers in the hotel, amusement, and other personal services fields. Semi-skilled Operatives and Laborers are not in high enough demand to increase their pay levels or encourage job stability.

The results of these new skills demands are being felt by every worker, every student, and every job applicant. Unfortunately, many of the growing areas of employment do not pay well at entry levels, may hire mainly young people, and have traditionally not been unionized and have not led to advancement. Even where our local manufacturing survivies, it must compete with a world market where labor costs are low. Soon, automated plants (robots) will produce much of our goods and require few workers. Changes in means of production, in wage patterns, or in marketing have led to reductions or elimination of operations for many local firms: International Harvester, Pillsbury, Munsingwear, Ford, AmHoist, Northrop King, and many others.

In the U.S. overall, there have been large gains in the number of people employed since 1960: from 50 million to over 100 million. But, of the 60 million new jobs, less than 2 million are in manufacturing. This largely accounts for a decline in middle income jobs. In the Twin Cities, two of every three jobs are white collar jobs including professionals, technicians, and clerical workers. Only about one in twenty operates a machine, drives a vehicle, or works as a laborer. But one worker in eight now work in hotels, restaurants, hospitals, and recreation agencies as service workers. These service jobs are likely to increase at a rapid rate as more people hold full-time jobs and have less time to devote to home preparation of food or similar activities, and relie more on purchased services. Of course, service and clerical areas do not generally pay middle or high-middle salaries. And in these areas, there are great differences from one job title to the next, and not great stability -- changes in demand for workers is very rapid. For example, even though health services are increasing, the recent nurses' strike was over how to cope with the decreased demand for in-hospital nurses. At the same time, the increase in older persons is increasing the demand for geriatric health and in-home nurses.

For these and other reasons, the job market reflects what one economist calls a <u>two hill</u> economy. In the 1940s through the 1960s,

American workers were likely to earn a middle income, but not likely to earn either very little or very much. In the 1980s, this has changed. Now, chances are good that we will earn very little or very much, but not good that we will earn a middle income. A graph of incomes is shown below, with the two "hills" of income predicted for the near future:



One choice open to us if we are unemployed is to work in the secondary job market: day labor, youth fields, or unreported areas such as baby sitting and odd jobbing. Although this is often the only choice at the time, it has limitations: these jobs generally have no insurance coverage, the pay is low in comparison with the hours and effort, and there is no expected advancement. Even educational advancement or age do not lead to a raise in the secondary job market. So as the cost of living goes up, these jobs offer immediate survival only.

So what are the other choices?

First of all is education. Project SEARCH has noticed in its follow-up research that of the persons surveyed, those with a GED were most likely to be employed. Those with college or vocational eduation were also likely to be employed, but those with less than a high school level education were not likely to find employment.

You may be interested in self-employment. This might take money, and will take a skill, determination, and "sweat equity". But it is the choice of many people. More new businesses opened during the recession than established ones closed. How you develop the skills and connections to handle production, advertising, and business management is another matter. This may lead back to the first choice, education, or the skills may be gained through employment in a related field.

You may be seeking direct employment now with the hope of eventual advancement. By studying employment trends you can notice that there are many jobs open to those who can demonstrate skills such as English, math, communication, and ability to learn the use of equipment. In addition to these "basic" skills, your ability to demonstrate some special skills such as reading blueprints, typing, running equipment or especially being a quick learner, are increasingly essential to winning at a job application and interview.

Fortunately, there are many open positions in the Twin Cities which remain unfilled. As a result, the inexperienced worker, or the worker returning to the job market, has an advantage. As the October report of the State Department of Economic Security concludes:

> The preponderance of low-skilled jobs...continues as many require neither a high school diploma nor related work background, particularly in the sales, service and blue collar areas. The average required experience levels are decreasing in some occupations...this is a common feature of a growing economy in which workers can more easily leave the less desirable jobs. Their replacement plus the growth generated by increased sales and production presents a multitude of employment opportunities for those with little education or work experience. (Twin Cities Labor Market Information, October, 1984)

Of course, this mobility helps those with skills now needed in the market, and hurts the laid off long time employee with outdated skills.

You might be interested in changing your present part-time or temporary work to a better paying or more desirable job. Job shifting and career shifting are recognized by employers as a sign of an ambitious potential employee. Since attendance, punctuality, and cooperativeness are highly valued by job interviewers, one way to get the job you want is to already be employed anywhere else just to prove you are employable.

At Project SEARCH, we start with you: your skills, interests, and understanding of what you want to accomplish in relation to employment. If you want to be employed in an area in which there are are few new jobs, and are willing to prepare yourself for that, then we will assist you to be trained or to be ready for direct placement. Through discussion and testing, we can provide you and your placement counselors with a verifiable picture of your qualifications.

And, if you need advice and information on what the growing job titles are within your interest areas, what your current level of skills are in relation to those titles, and how you can go about preparing for employment, we apply the current data on those titles to your individual plan. Then, you apply your plan to develop strategies toward accomplishing your goals. If you want to see these workers in action, we will set up a time with a local Indian employee in that field.

The tools of the employment interview are one area you may be lacking and not know it. Even if you have all the skills needed, you must present evidence -- verbal and documented -- to most employers. That is the focus of today's workshop.

Your setting of goals now can determine if your strategy results in employment or self-employment in which you can survive and prosper.

November, 1984

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PREPARE: A SHORT COURSE IN JOB HUNTING

1) Overview. Stating your accomplishments positively. Kinds of resumes. Homework: use active, positive verbs to describe your work, volunteer, and education history.

2) Qualification and Qualities: Matching your qualifications with common qualifications of the work you are seeking. Homework: take an inventory of qualities.

3) Resume. Picking two of three kinds. Homework: writing two resumes.

4) Paperwork: What you "must" put on your application; what the employer looks for. Filling in two types of forms. Homework: Putting yourself in the interviewer's position.

5) Presenting Yourself Positively: What are the questions for; role playing. Homework: Responding to questions based on your resume and experiences.

6) Interview flow: The stages of a successful interview. Homework: practicing negotiating a real concern.

7) Negotiating: How to get what you want. Role Playing. Homework: finish resumes.

8) Putting it all together. Review and questions about yourself. Homework: a look at starting salary potential and what might determine your starting pay level.

9) Researching: Choice of activities. Homework: Complete the activity.

10) Getting started: A cold call to an employer and other methods of finding openings. Homework: optional review of terms in job market.

Project SEARCH
1983

CONTEXT: In setting your criteria for employment you consider Duties; Requirements; Setting; Tools and Equipment; Coworkers; Schedules; Entry Paths; Pay; Turnover and Future of the occupation. These will help you decide about the kinds of people you want to work with, when you want to work, the clothing you will wear, and the duties you want. One step toward knowing your preferences is to review your accomplishments. Accomplishments are actions you took that affected others positively, satisfied you, or are generally recognized as important.

TASK: State two of your accomplishments including the related skills, what you have done with those skills, and what about you makes you good at applying these skills. Include employment, education, volunteer services, committees or clubs, or any other areas of accomplishments which show a a skill that might be used on a job.
Use active verbs (for example, not "was assigned to handle customers...", but "handled customers..."). Use words with positive connotations (for example, not "ordered workers around", but "directed workers").

REVIEW: 1) Have you stated what was asked for above in at least two cases? and 2) Have you used any of these words or similar active, positive words?:

organized	improved
produced	completed
earned	supervised
conducted	analysed
reorganized	expanded
maintained	ran
edited	negotiated
filed	handled
selected	facilitated
operated	built
presented	led
taught	prepared
researched	assisted
influenced	counseled
motivated	shared responsibility
set up	estimated

SOURCES: Janet Hagberg and Richard Leider, The Inventurers (Reading, Mass.: Addison-Wesley Publishing Co., 1978).
Jason Robertson, How to Win in a Job Interview (Englewood Cliffs, N.J.: Prentice-Hall, Inc.).

HOMEWORK: To prepare for resume writing and interviewing, use complete sentences to describe your overall accomplishments in one of these areas: employment, education, or volunteer/community service.

PREPARE

CONTEXT: Before you are interviewed for a job, you should practice presenting yourself in a positive way — selling yourself to the employer. In this unit, we will concentrate on responses to typical standard questions and on analysing what the interviewer may want to know. First, there are areas of question content you are likely to asked about:

- education
- work history
- your job plans
- your attitudes about previous jobs
- your relationships with other workers
- your self-image
- your abilities
- and your way of handling problems

The interviewer's interest is not mainly in you, it is in how you might fit into the employer's plans and needs. Applicants who need relatively little on the job training, who seem to stable and reliable, and who will cost the company the minimum time and expense in getting adjusted, are most likely to be hired.

TASK: Read the questions on the next page. Put each into one of the categories above. Then write what you think the interviewer might need to know about you through asking that question.

REVIEW: Have you found the type of question each one is? Can you say why this might be important for the employer to know?

SOURCES: Job Service, Job Seeking Skills, 1982-1983 (St. Paul, MN 1982).
Jason Robertson, How to Win in a Job Interview
Englewood Cliffs, N.J.: Prentice-Hall, Inc.

HOMEWORK: Reread your resume. Write a short response to each of the questions. Make positive statements that are factual but leave open the possibility of your being hired. For example, you did leave a job shortly after you started, but that was something you have learned better than to do again, or it was due to illness from which you have totally recovered, and so on. You haven't had many jobs, but you are flexible and ready to learn. Avoid negatives and final answers.

Put each of these questions into one category: education — work history — your job plans — your attitutudes about previous jobs — your relationships with other workers — your self-image — your abilities — your way of handling problems.
Then, decide how this information might be useful to an employer who is about to hire.

For example: Q. Why are you in this field?
This relates to your education and job plans. The employer wants to know if you like the type of work you are applying for, since this often means your work will be better and you will stay with the employer.

Q: What courses did you like best in school?

Q. Why did you leave your last job?

Q. What things do you have difficulty with?

Q. What do you know about our company? (hint: this has to do with your interest, not your knowledge.)

Q. You seem to have had a lot of jobs.

Q. What would you call your greatest strength or achievement?

Q. What do you think your last employer would say about you?

Q. Describe your supervisor (or teacher) to me.

Q. How well can you handle resposibility?

Q. What is you career objective?

Q. Can you work overtime?

Q. Why should we hire you?

Q. Why do you want to work?

Q. Is there a reason for this gap in your work history?

Q. What salary do you expect?

Fill in any other question you have been asked in an interview, and what you think it meant:_____
_____
_____

A - 8

PREPARE

CONTEXT: Putting all the skills together to make the right move toward employment in the Job Cluster or Title you have chosen is the next important step in preparing for employment. We have prepared a worksheet which helps you to review the units so far and describe your readiness to apply for work.

TASK: Write a brief response to each question on the following page. Be honest and positive. If there is a way to change an unfavorable response, write what that is.

REVIEW: Show your responses to the Counselor or to a member of your class. Have you put in enough effort and are you satisfied with the way you have defended your responses? If so, go on to number 9.

SOURCES: Creative Options, Assessment: Future Jobs, Present Possibilities Minneapolis, Undated)
Job Service, Job Seeking Skills, 1982-1983 (St. Paul, MN, 1982)

HOMEWORK: Match your responses in terms of salary or other practical needs with what is commonly offered by various employers for this type of work to a new employee. Be careful to note whether you might be considered entry level or if you have some skills that will increase your asking salary.

Page 2

Questions about you.

1) Do I have a resume that describes me positivly and show that I have demonstrated my qualifications in the areas for which I will apply?

2) Am I comfortable and informative in role playing interviews or in actual interviews I have had?

3) What pay level do I need and want? What level can I expect?

4) What are any other practical needs I have right now which must be considered in appying for work, such as day care, location, hours, transportation, and so on?

5) What are some things I would like to do at work? Some things I would not like to do?

6) Is this line of work likely to lead me toward the work I plan on doing later, or is it a substitute for now?

7) What are my realistic job targets within what I have chosen?

8) Why will an employer hire me?

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PREPARE

PROJECT SEARCH

The purpose of this 9 session class is to prepare for decision making in an education or career field and for maximizing your options.

1) Introduction, Questionaire, Planning Checklist.

2) Oral Directions Test and CAPS Aptitude tests.

3) Discussion on two Labor markets. Overview of Application Process and choosing Application Form. (Fill out at home.)

4) Skills Inventory and choosing a resume format.

5) Resumes in draft form.

6) Interview goals, flow, and questions to expect. Individual analysis of questions to expect from your application or resume.

7) Assertiveness and dress. Film.

8) All day workshop at Division of Indian Works.

9) Visit to Project SEARCH, Intake and/or MATCH program.

Classes are 1 to 1-1/2 hours each, starting Wednesday, September 12th, and all day September 27th.

9/84
Group version

Project SEARCH Questionnaire

1.) Some examples of career or job interest areas include practical nursing, barbering, electronics technician, social worker, auto mechanic, medical secretary, computer operator, sales clerk, office manager, and heavy equipment operator.

Name your career interests (not limited to the ones listed above):

2.) Are you interested in attending a college, vocational or trade school to reach your career goals?

Which school or schools have you thought of?

3.) If you are uncertain about a career choice, would you like to take a Career Decision Making test to match your interests with specific job titles to consider?

4.) What are your strengths and weaknesses in the areas of math, reading, manual dexterity, language skills, perceptual speed and accuracy, mechanical reasoning?

Would you like to take an aptitude test to discover where your strengths and weaknesses lie?

5.) Do you have a high school diploma or GED?

If not, are you interested in GED classes or Adult Basic Education classes to upgrade your basic reading, writing, and math skills?

6.) If you will be seeking a job in the near future, which of the following would interest you?

a.) resume writing ___ Why?

b.) practice filling out job applications ___ Why?

c.) interviewing process ___ Why?

7.) One year from now, what kind of work do you see yourself doing or training to do?

Five years from now, what kind of work do you see yourself doing or training to do?

OPTIONAL

Name: _____

Address: _____

Phone: _____

READ THE FOLLOWING DESCRIPTION OF TWO LABOR MARKETS

Low Wages Versus Few Weeks Worked

One of the more surprising findings of the poverty research of the past decade was the discovery that a large proportion of families in poverty had household heads working full time year-round. According to this finding, low wages are a major factor determining poverty status.

The dual market hypothesis has three basic components: (1) The job people hold is an important determinant of their productivity, so that two workers with the same human capital could have different levels of productivity and wages in different parts of the economy; (2) there is limited mobility between the part of the labor market where wages are high, jobs are stable, and learning opportunities are significant (the so-called primary sector) and the part of the market where jobs are "bad" (the secondary sector); and (3) in the "secondary sector," personal attributes such as education and age are relatively modest determinants of earnings, so that persons stuck in those sectors cannot improve their status through better education or on-the-job training.

SOURCE: NATIONAL COMMISSION FOR EMPLOYMENT POLICY, SEVENTH ANNUAL REPORT, 1981

DESCRIBE WHAT A JOB MIGHT BE LIKE IN THE SECONDARY JOB MARKET?

ONE IN THE PRIMARY JOB MARKET?

PROJECT SEARCH: APPLICATION PROCESS FOR EMPLOYMENT AND TRAINING

1) JOB ANNOUNCEMENT OR SCHOOL CATALOG — BULLETIN

Employer's purpose: To reach potential applicants; to meet legal requirements; to describe the job (program) adequately to avoid a flood of applications; to stimulate initial contacts

Applicant's use: To know about openings; to aid initial decision; to assist in cover letter contents; to get a feel for employer's (school's) expectations, tone, requirements.

2) APPLICATION FORM AND TESTING

Employer's or School's purpose: To meet legal obligations; to screen out those without qualifications and justify exclusions; to be fair by asking everyone the same questions; to include qualified persons who demonstrate ability to follow instructions (or alternately how to create a good impression).

Applicant's use: To present positively much of the information the employer needs; to be considered for a particular job but also to interest the employer generally.

3) RESUME

Applicant's purpose: To present your record and your abilities in the best format possible; to gain an interview

Employer's or School's use: To screen applicants when there are many who completed applications adequately; to fill jobs requiring ability but not specific training; to help assign potential and present employees to jobs; to use for public relations and various required reporting

4) COVER LETTER

Applicant's purpose: To identify the exact job or school program (if known) you are applying for; to impress employer with your availability; to gain an interview; to state a special reason why you are qualified and would do well at that employer or in that job; to give information such as schedule, temporary address, references; to avoid having to redo your resume for every application.

Employer's or School's use: Quick method of seeking overview of applications; access to locating applicants; to be informed of when applicants will call; to have a less formal example of the applicant's writing.

5) INTERVIEW

Employer's or School's purpose: To see and judge the applicant; to ask questions about availability and plans of applicant; to make final screenings; to allow people who will work with employee to meet applicants.

Applicant's use: To see and judge the employer and worksite (school); to impress and possibly negotiate terms.

WHICH KIND OF RESUME SHOULD I USE?

1) Has your work experience shown an increase in prestige and responsibility? Yes ___ No ___

2) Have you held jobs with impressive titles or jobs with well-known employers? Yes ___ No ___

3) Have you worked for a long time with one job title but many different duties? Yes ___ No ___

4) Have you had two or more jobs in the same field you are seeking work in? Yes ___ No ___

5) Do you have volunteer experience in the field you are seeking work in? Yes ___ No ___

6) Do you have job skills (but not job experience) or courses (but no degree) in the field you are applying for? Yes ___ No ___

7) Have you had major gaps in your work history which are difficult to explain? Yes ___ No ___

8) Are you now working or just completed working in the past few months? Yes ___ No ___

SCORING:

If you answered with a "YES" to the following questions, score one point each:

Question 1 ___, Question 2 ___
Question 4 ___, Question 8 ___
Total C ___

If you answered with a "YES" to the following questions, score one point each:

Question 3 ___, Question 5 ___
Question 6 ___, Question 7 ___
Total F ___

If Total C is larger than Total F, you probably will present yourself better using a Chronological resume. Likewise, if Total F is higher than Total C, you may find the Functional resume more beneficial.

If the two are tied, you might try the combination resume. Or, you might study the two kinds and see which one presents your record in the best light. Write one and have someone read and comment on it.

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CHRONOLOGICAL RESUME

NAME:

ADDRESS: PHONE:

OBJECTIVE:

EMPLOYMENT

MOST RECENT JOB: MONTHS, YEARS ___ TO ___ — PLACE, JOB TITLE, BRIEF DUTIES DESCRIPTION, MAJOR ACCOMPLISHMENT:

SECOND MOST RECENT JOB: MONTHS, YEARS ___ TO ___ — SAME:

THIRD ETC. ___ TO ___ — SAME:

FOURTH ETC. — SAME:

EDUCATION

MOST RECENT DATES: YEARS ___ TO ___ — PLACE, DEGREE, SPECIAL EMPHASIS OR DESCRIPTION OF STUDIES

SECOND MOST RECENT THROUGH HIGH SCHOOL ___ TO ___ — SAME:

(RELEVANT) SKILLS, INTERESTS, VOLUNTEER WORK:

REFERENCES ARE AVAILABLE UPON REQUEST

FUNCTIONAL RESUME

NAME:

ADDRESS: PHONE:

OBJECTIVE:

ABILITIES AND SKILLS

RELEVANT WORK SKILL ONE:

RELEVANT WORK SKILL TWO:

RELEVANT WORK SKILL THREE:

ETC.

EDUCATION

MOST RECENT DATES: YEARS ____ TO ___	PLACE, DEGREE, SPECIAL DESCRIPTION OF STUDIES
SECOND MOST RECENT THROUGH HIGH SCHOOL ____ TO ___	SAME:

EMPLOYMENT

MOST RECENT JOB: MONTHS, YEARS ____ TO ___	PLACE, JOB TITLE
SECOND MOST RECENT ____ TO ___	SAME:
THIRD ETC. ____ TO ___	SAME:
FOURTH ETC.	SAME:

(RELEVANT) SKILLS, INTERESTS, VOLUNTEER WORK:

REFERENCES ARE AVAILABLE UPON REQUEST

A -18

DUTIES OF THE WORD PROCESSOR: COPY TAKE INSTRUCTIONS OPERATE

The Operator of a word processor is responsible for entering a letter, report or other document into a computerized system, editing the copy, printing originals, and saving the data on a tape or disk. The W.P. in a large pool works on a 'designated' system, or one that only can produce letters or documents. The W.P. in a small shop may be asked to use the computer for data entry, accounting, or other functions as well. On a typical day, the W.P. will review schedules, call up form letters and interface them with a mailing list, producing many copies of a letter, each original and personalized. Then the W.P. may enter another text from a rough draft, saving the text after printing one rough draft for review by the proofreader or the sender of the letter. Finally, logging of the day's work and possibly a team meeting to set up schedules must be done.

REQUIRED

The Word Processor should have manual dexterity and good speed and accuracy. Concentration and willingness to learn new kinds of procedures are important. Typing is helpful to start in the training, but not all good typists do well in W.P. work. The person should appreciate doing repetative work under time pressures, taking orders from various sources, and being alert to various signals from the equipment. Subjects that might be an indication of your future in W.P. work are English, writing, and any business courses. Typing or data entry practice is more relevant than bookkeeping or general clerical.

WORKING CONDITIONS OF WORD PROCESSOR

The W.P. is always in an airconditioned and constant humidity environment, because of the requirements of computers. There may be exceptions in some cases, and printers may be quite loud in addition. Stress on the job may result from physical confine ment for long periods, deadlines, eyestrain if the screen isn't protected from glare, and long shifts. Some positions place a high value on speed, which can add to stress. The International Word/Information Processors Association is studying conditions including low-level radiation.

THE WORD PROCESSOR OPERATES EQUIPMENT

The Word Processor Operator may work on a stand alone machine or on part of a multi-terminal system. The stand alones include electronic typewriters, which have limited ability to automatic ally erase, find a position, and center; thin-window display processors, which show you a line before printing it; and the display-based systems, which show you the text on a cathode ray or TV tube before any of it is printed. A multiterminal system resembles the display stand alone except that the text goes to a central unit. The W.P. may also have to work with telephone communications links and with software that does much more than store and print data. In addition, in a small shop, the W.P. may also proofread, type, file, copy pages, or do other work.

TYPES AND COWORKERS OF WORD PROCESSORS

The Word Processor fills a new position in the office. Some are classified as typists, others as data entry staff. Within the next few years, the training and requirements of this field may make it more clearly definable. The Dictionary of Occupational Titles did not recognize it in 1977. The Code for Computer Operator is 213.362-010, but the W.P. is closer to 582, with less emphasis on compiling data or speaking to coworkers. The W.P. may work with other W.P.s in a pool and report to a Manager, or as part of a small company, may interact with all other office staff. The public is seldom contacted.

SCHEDULES OF WORD PROCESSOR

The Word Processor can expect to put in at least 40 hours each week, with business hours being the most common. Because of the shortage of trained staff, and the need to train others as they arrive, the W.P. can put in more hours. Part time and temporary schedules are available through agencies in the Twin Cities or through job announcements.

ENTRY PATHS FOR WORD PROCESSOR

The Word Processor may have come from typing or secretarial experience. Employers have found that this does not always lead to success in this field. Training has been through the equipment manufacturer's manuals and word of mouth. As more postsecondary level training is available, more of the members of this field will come through that avenue. Training that is available focuses on the keyboard and special commands, on the practice of data storage and retrieval, fundamentals of data processing, and office procedures. Kelly Services has attempted to produce a short course that trains in the fundamentals of the field, but many of the brands of equipment are drastically different from each other. The International Word/Information Association is releasing an aptitude test, which was a common test before the Affirmative Action regulations. Speed and accuracy as well as general data or machine knowledge can be tested.

NUMBER OF WORD PROCESSOR POSITIONS

There is no survey data on Word Processors in the Twin Cities that is comprehensive. About 700 were asked for salary data in 1982, but there may be several thousand, with a high rate of both newly-created and replacement positions. The Twin Cities is the center of much regional business and government activity including the Bureau of Indian Affairs, Federal Reserve, and many Insurance, Investment, and Real Estate firm. In addition, the use of the Word Processing equipment is high in part as a byproduct of having the headquarters of IBM, CPT, 3M and other manufactures in the TC.

SALARY RANGES OF TWIN CITIES WORD PROCESSORS

The Word Processing Machine Operator in the Twin Cities in 1982 was found on the State sample survey to be earning an average of $1,075 per month, or $13,000 yearly. This is the highest of the state median wages and about $300 more a year than for the most experienced Typists (T.II). The lowest 1/4 earned $975 a month, or about $80 per month more than T.II. The highest paid 1/4 of W.P. earned $1,225 monthly or $15,000 yearly, which is about $600 less the the top 1/4 of T.II salaries. For a person starting out, the difference in pay between being classified as a typist or a W.P. may be a much as $175 per month or over one dollar an hour. Employers include all sectors, with no exact data available on the distribution. Most of those surveyed in 1981 were in FIRE, Services and Government. The pay for the lowest 1/4 of W.P. was low for manufacturing, higher for Government, and highest for those working for Insurance Agents. For the highest paid 1/4 of those surveyed, the Local Government workers, the Service and Insurance workers (except Educational Services) were highest. A lower top average was paid to Trade and Manufacturing W.P.s. In the survey, those W.P.s working at the starting level did least well for small firms, but best working for those hiring 500+. The differences were about $50 per month. At the top 1/4 of salaries, the small firms (1-49 and 50-99) paid best, over $1,100 per month in 1981, while the larger firms paid up to $60 less per month.

FUTURE OF TWIN CITIES WORD PROCESSORS

The Word Processing Machine Operator can expect to find a wide variety of job choices in the Twin Cities. Some will require a long term of experience on a particular machine, others not. As in all the related Data Entry and Computer Operator fields, the changes of equipment, process and staff if high. W.P. are still not as highly trained as the others, and can expect less in the direction of wide open advancement that the others enjoy. Yet a entry level person can expect to earn high pay and have some of the opportunities to advance that is common in the field. Associations of Word/Information Processors are seeking to put this occupation on a level comparable to data processing staff. Several changes will affect their status: the great need for more of them; a manufacturing push to simplify keyboard methods so that administrators can use them without training; a move to integrate data and word processing into higher level equipment; telecommunications and electronic mail links; and other office and equipment changes that put pressure on the status and role of the W.P.

MORE INFORMATION ABOUT WORD PROCESSORS

To be added.

DUTIES OF HEALTH TECHNICIAN: COMPILE SPEAK OPERATE

The Health Technician performs tasks in the testing, diagnosis, treatment, rehabilitation, or therapy of patients, usually under the supervision of a Physician. This worker specializes in a field such as Surgery, electrocardiography (heartbeat testing), electroencephalography (brain wave testing), respiration, emergenies, intensive care, and so on. This worker usually carries out one complete segment of an entire testing procedure or does one task of a complex operation or service. In completing their duties, they are likely to have close contact with patients, and prepare the patient for testing through shaving body hair, instructing the patient in what to do, and cleaning the affected parts afterward. This worker also keeps extensive records of his or her activity, and may provide a preliminary note to Physicians of unusual activity.

REQUIRED OF HEALTH TECHNICIAN

The Health Technician must have mechanical aptitude, be able to follow detailed instructions and to take action when an unusual situation arises. Patience, tact, and reliability are important qualities. This worker must like dealing with people and assisting in their health care. Subjects in high school include math, phyisics, health, and English.

WORKING CONDITIONS FOR HEALTH TECHNICIANS

The Health Techician works in a laboratory, office, and the examining rooms, patient rooms, and surgeries of health care institutions. Some work in independent testing labs. This can include the surgery room, the rooms of sick or injured patients, and the relatively calm atmosphere of the preventive medicine clinic or lab. Those training in this field can expect to have some exposure to several of these settings before taking a job which may require only one of them. There are potential hazards in working with sick or injured persons, in using electrical equipment, and in using potentially harmful substances. There is also a pressure due to the responsibibility which can be a person's life or health. The T. spends time walking, standing, sitting, bending and lifting. This work can include handling unruly patients.

THE HEALTH TECHNICIAN OPERATES EQUIPMENT

The Health Technician operates equipment with which he or she must be thoroughly familiar. At times, this equipment must be rolled from area to area to serve patients. The equipment will vary with the specialty, and can include machines which monitor heartbeat, brainwaves, breathing, and other vital functions. Or it can be equipment which records, stores, photographs, or makes a video tape of an activity. This worker also may apply substances to the patient to conduct electricity or provide other special conditions needed for the test or treatment. This work reads manuals, instructions on the equipment, and diagrams of electrical connections in order to learn new or unfamiliar equipment. He or she files reports. Some protective gear may be worn at times.

BEST COPY AVAILABLE

TYPES AND COWORKERS OF HEALTH TECHNICIANS

A - 22 The Health Technician is listed by many specialized titles in the DOT. Major kinds have their own title in this program. For example, see RADTECH/X, HEALREC/W, DENTHYG/V, or CLINLAB/U. Others are the Surgical T., 079.374-022; Respiratory T., .361 -010; Electrocardiograph T., .374-022; Electroencephalograph T. , 078.362-018; Emergency Medical T., 078.362-022, and the Indens ive Care Paramedic T. These workers have contact with Nurses, Physicians, other Technicians, patients, and families.

SCHEDULES OF TWIN CITIES HEALTH TECHNICIANS

The Health Technician in the Twin Cities may locate a position that requires a 40 hour a week schedule during the day. However , during training and the first years of work, there will like ly be schedules including weekends, nights, or emergency calls.

ENTRY PATHS FOR HEALTH TECHNICIANS

The Health Technician starts training with a high school level education and admission to a health or community college. Pro grams in various specialties vary from 6 months to 2 years. For example, the Central Service Techician program at White Bear Lake is 6 months, the Intensive Care Medical T. is 8 months, and the Prothetics T. is 18 months. Anoka AVTI offers several programs, including Respiratory T. and EEG, 48 weeks; and Sur gical T., 39 weeks. St. Paul AVTI has a Respiratory T. program made up of 4 months of class and 7 months of clinical training. Hennepin Technical Centers offers a Biomedical Equipment T. pro gram of 12 months. An individualized Health T. program is offer ed at Metropolitan State U. for a bachelor's degree. Minneapol is CC offers part of the HTC Biomedical T. program. Anoka-Rams ey CC has a 2 year program of Hearing Instrument T., and the North Hennepin CC has three programs of Respiratory and Heart Care T., each 2 years plus a summer session. Inver Hill CC has 1 year Certificates and 2 year degrees in Long Term Care Super vision and in Theraputic Recreation T. The U of MN has a 2 year certificate in either Ophtholmologic T. or Speach and Hearing Science. St. Mary's JC has Respiratory T. training for 2 years and 1 summer. Mayo Clinic School also has programs. Most of these field have testing according to their own nation al association standards. Those training at programs accredited by the Committee on Allied Health Education and Accreditation will be able to take the tests.

SALARY RANGES OF TWIN CITIES HEALTH TECHNICIANS

The Health Technician in the Twin Cities can expect to start at $11,000 to $14,000 a year. This is higher than the national av erage of $12,000 a year in some of these fields, but the Twin Cities has more highly trained workers than most other places. Average pay is 1,470 a month, or $17,600 a year. Top pay is not much higher, at $19,000 a year average. Employers include hospitals, health maintenance organizations, clinics, independent labs, and private practice Physicians. The government starting pay varies from $9,000 to $12,000, and de pends on specialization and experience. Some health technicians earn significantly higher pay than others, depending on the field.

NUMBERS OF TWIN CITIES HEALTH TECHNICIANS

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The Health Technician in the Twin Cities was one of 5,400 as of 1978. That includes the major categories of Clinical Lab T., Dental Hygenists, Health Records T., and Radiologic T. All others totaled just under 1,000 in 1978. That was 42% of the 2,400 in MN as of that year. Growth rate was estimated estimated at 16%, or about the same for other Professional titles in the Twin Cities for 1978-1985. However, this follows on a 103% increase in these titles in 1970-78. The overall growth for all Health Technicians, including the major titles above, is expected to be 38%. Opening for Health Technicians in the Twin Cities was projected at 50 per year through 1985, with more than half for replace ment of present workers.

FUTURE OF TWIN CITIES HEALTH TECHNICIANS

The Health Technician in the Twin Cities who has completed the training and been certified can expect to find openings. This field pays modestly well at the start, and pay increases to a good level but not much higher. The Median and top pays are very similar. Advancement can be to service for a private Phys cian or by taking more coursework to complete a Bachelor's de gree and leaving the Technician status. Devopments include the expansion of health services to an older population, the regionalization of health services in the TC, the increase of prepaid health plans, and the wider use of Tech nicians where Nurses or other other staff one performed the dut ies.

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Project SEARCH Heart of the Earth Survival School

1) Name _____

2) Address _____

3) City _____ State _____ Zip _____

4) Home phone _____ 5) Other phone to contact you _____

6) Birth date _____ 7) Birthplace _____ 8) Sex M__ F_____
9) Are you single? ___ Married? ___ Other? _____ 10) Number of children _____

11) Please list all household members -- no names needed

Age	Sex	Occupation	Relationship

12) Which languages do you speak? _____
13) Read? _____ 14) Write? _____
15) Which languages are spoken at home? _____
16) What is your tribe or band? _____

Read the following questions and check the ones that apply to you:

17) Are you now in 11th or 12th grade? yes____ no _____

18) If you checked "no" above, have you left or completed one of those grades in the past year? yes____ no____ If so, which grade? _____

19) Are you currently employed but seeking change or upgrading skills? yes____ no _____ Full time employee____ part time employee _____

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Please go on to page 2

20) What is your highest grade and other education completed? (Circle one or more)

1 2 3 4 5 6 7 8 9 10 11 12 GED College - 1 2 3 4 + - VOTEC 1 2 3

21) List your last four places of employment

1. Place of employment | Type of work | Please fill one in — Pay: hourly daily weekly biweekly

$____ $____ $____ $____

year and month started | year and month ended | reason for leaving

---

2. Place of employment | Type of work | Pay: hourly daily weekly biweekly

$____ $____ $____ $____

year and month started | year and month en | reason for leaving

---

3. Place of employment | Type of work | Pay: hourly daily weekly biweekly

$____ $____ $____ $____

year and month started | year and month ended | reason for leaving

---

4. Place of employment | Type of work | Pay: hourly daily weekly biweekly

$____ $____ $____ $____

year and month started | year and month ended | reason for leaving

---

22) Number of other jobs you have had: _____

Please go on to page 3

23) At how many addresses have you lived in the past five years? _____
24) How long have you lived in the Twin Cites? years _____ months _____

25) Are you enrolled in a training program? yes ___ no ___
CETA ____ AIOIC ____ VOTEC ____ WIN ____ WIC ____ GED ___ Other (name) ___

26) What is your occupational goal for the next 12 months?

27) What is your occupational goal for five years from now?

28) If you have had occupational counseling, please describe it.

29) Do you belong to any clubs or organizations? Y___ N___ How many? _____
30) Do you volunteer your time to the club or organization? Y___ N___

31) How did you hear about Project SEARCH?

32) Providing you can get the following services, which services would you make use of? (Check one or more)
Basic skills? _____ Job seeking skills training? _____
College entrance orientation? _____ Career/ vocational orientation? _____

I understand that my individual information will not be reported to anyone, and that it will be used within this project in coded form only. Therefore, I hereby grant Heart of the Earth Survivial School permission to use this information and any other information I may give during the course of Project SEARCH in their research on career choices.

Applicant signature _____ Date _____

Counselor signature _____ Date _____

PROJECT SEARCH CLIENT/COUNSELLOR AGREEMENT

Client:_____ Date:_____ Tests Taken: Date:

Evaluation Period _____ to _____

Goals: What I (the Client) want to accomplish:

What Project Search wishes to accomplish:

Long-term objectives: By? Measured?

Short-term objectives:

What I (the Client) will do:

What Project Search will do:

Client's signature: _____ Date: _____

Counsellor's signature: _____ Date: _____

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CLASS PROVISION FORM
Project SEARCH

Names of participants:

Class Format: instructional discussion role playing tutoring

Date:

Time(hours):

Location:

Guest speaker(s):

Type of Practice Provided:

Employability Assessment:

Locating opportunities:

Interviewing, applying:

Job keeping:

Negotiating:

Rights and Responsibilities:

Career shifting:

Scheduling, meeting personal commitments while employed:

Follow-up:

Other (describe):

Evaluation done:

Comments:

Counselor's Signature:

COUNSELOR PROVISION FORM
Project SEARCH

Name of counselee(s):

Counseling Format: individual support group

Date:

Service time (1/2 hours):

Location:

Type of Counseling Provided:

Intake and Assessment:

Assistance with using EXPLORE steps:

Review of EXPLORE steps START: WHAT IF: CLUSTERS: TITLES: CODES:

Personal:

Referral to GED: to vocational training: to placement: other:

Phone/mail follow up for services:

Research follow up:

Job seeking skills:

Comments:

Counselor's Signature:

Project SEARCH Follow up

Name: _____

Client # _____

Date: _____

Source: _____ Client filled in?: _____ Interviewer: _____

_____

I. Your Goals:

1) Here are your goals in the project, from the intake form ___ contract ___ : _____

_____

2) Have you met those goals? Yes: ___ No: ___ Comments: _____

_____

3) Have your goals changed; how? _____

_____

4) How are you working toward your goals? _____

_____

5) Did Project SEARCH assist you toward meeting your original or revised goals? How? (Or comments, if it did not): ___

_____

II. Services:

6) On the following list, please check which of the following services you received from SEARCH and put a "1" by the service you feel you got the most out of, and a "2" and "3" by the second and third most helpful:

Counseling: Assessment of interests ___; Assessment of aptitudes ___Assessment of achievement or grade level skills ___, goal setting ___, Clusters and Titles of careers ___, Referral to GED ___ Referral to vocational training ___, Referral to placement agency ___, Job seeking skills such as PREPARE ___, Personal counseling ___ Other: _____

And again for these services:

Classroom: Employability Assessment ___, Job keeping skills ___ Information on job market or careers ___, Locating opportunities ___, Practice in interviewing, applying ___ Practice negotiating ___, Job rights and responsibilities ___, Assistance in career shifting ___Assistance in scheduling, meeting commitments ___ Computer orientation ___, Other: _____

III. Your Employment:

7) Are you currently employed? Yes: ___ No: ___ Comments: _____

_____

If your answer to (7) was YES:

8) Is your job related to your past employment? _____

9) Is your job in your area of interest? _____

10) Is your job full time? ___ Part time? ___ Hours per week or other: _____

11) Is your job permanent? ___ Temporary? ___ Self-employed? ___ Comments: _____

12) Are you paid an hourly wage? ___ Monthly or annual salary? ___ Commission? ___ Other: _____

13) When did you become employed there? _____

14) Did you hold this same job in September of 1983? Yes: ___ No: ___

15) Is this job in the same career field as a job you may have held in September of 1983? Yes: ___ No: ___

16) Please put a check by the three of the following that were most important to your gaining your present job:

Luck: ___, Determination ___, Personality, ___, Physical abilities ___, Communication skills ___, General education ___, Vocational training ___, previous job experience ___, Having car ___, Assistance or referral ___, Familiarity with employer ___, Musical, artistic abilities ___, Clerical skills ___, Degree or certificate ___, Other: _____

17) Please put a check by the three you like most about your present job:

Duties ___, Pay ___, Compatible coworkers ___, Compatible supervisors ___, Benefits ___, Hours ___, Working conditions ___, Outdoor work ___, Union ___, Vacation, leave as needed ___, Location ___, Chance to advance ___, Ability to make choices ___, Indian coworkers ___ Indian supervisors ___, Clean, comfortable work ___, Frequent paydays ___, Other _____

18) How did you locate your job?: Friends ___, Want ads ___, Posted job announcement ___, Referal agency, program ___ Other _____

19) Who did you talk to in making your choice of jobs and/or career field? _____

20) Are you generally satisfied with your present job? _____

21) Are you seeking other employment? _____

If your answer to (7) was NO:

22) Have you been employed at any time since joining project SEARCH? Yes: ___ No: ___ Comments: _____

_____

23) What are the reasons you no longer are employed? _____

_____

24) Are you actively seeking employment at this time? ___ Comments: _____

_____

IV. Training:

25) Are you currently training for employment? ____ Where and program? _____

26) What is your expected completion date? _____

27) At that time, what are your employment plans? _____

28) What kind of degree or certificate are you expecting? _____

29) How does this training relate to your goals? _____

_____

30) Are you in any other educational program? _____

31) Are you volunteering your time for any activities, boards? (Number): _____

V. Other:

32) What else can SEARCH do to assist you in meeting your goals? (See list of services above or suggest others): _____

_____

33) Do you want to make an appointment? _____

34) Which other persons or agencies are assisting you in meeting your goals? _____

35) Do you have any questions or general comments? _____

_____

36) Do you know of anyone who might want to join SEARCH? _____

Project SEARCH
May, 1984

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